

Influence of Teacher Preparedness on Mother Tongue Usage in Classroom Instruction among the Rural ECDE Centres in Nandi County, Kenya.

¹Everfyne Chebet ²Dr. Kiprop David ³St. Dr. Justine Ndaita

¹Ph. D Student Kisii University

²Department of Curriculum Instruction and Media
Kisii University

³Department of Education Management
Kisii University

Type of the Paper: Research Paper.

Type of Review: Peer Reviewed.

Indexed in: worldwide web.

Google Scholar Citation: [AIJMEG](#)

How to Cite this Paper:

Chebet, E., Kiprop D., and Ndaita, J. (2018). **Influence of Teacher Preparedness on Mother Tongue Usage in Classroom Instruction among the Rural ECDE Centres in Nandi County, Kenya.** *Africa International Journal of Management Education and Governance (AIJMEG)*, 3 (3), 1-19.

Africa International Journal of Management Education and Governance (AIJMEG)

A Refereed International Journal of OIRC JOURNALS.

© Oirc Journals.



This work is licensed under a [Creative Commons Attribution-Non Commercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/) subject to proper citation to the publication source of the work.

Disclaimer: The scholarly papers as reviewed and published by the OIRC JOURNALS, are the views and opinions of their respective authors and are not the views or opinions of the OIRC JOURNALS. The OIRC JOURNALS disclaims of any harm or loss caused due to the published content to any party.

Influence of Teacher Preparedness on Mother Tongue Usage in Classroom Instruction among the Rural ECDE Centres in Nandi County, Kenya.

Everlyne Chebet ²Dr. Kiprop David ³Sr. Dr. Justine Ndaita

¹Ph. D Student Kisii University

²Department of Curriculum Instruction and Media
Kisii University

³Department of Education Management
Kisii University

ARTICLE INFO

Article History:

Received 8th August, 2018

Received in Revised Form 20th August, 2018

Accepted 24th August, 2018

Published online 24th August, 2018

Keywords: Teacher preparedness, mother tongue, Classroom, ECDE Centre, Nandi County, Kenya

Abstract

Language policy emphasizes on mother tongue/first language-based education system with adequate teachers and learning resource materials. The policy of language in Kenya emphasizes on the importance of first language; teachers overlook everyday reality of its usage, and tend to be irrelevant to their needs. The objective was to establish the influence of teacher preparation mother tongue/first language usage as a medium of instruction in rural ECDE centres in Nandi County, Kenya. The study adopted the Interdependence Theory. A descriptive survey

research design was used. Target population was 4 Quality Assurance and Standards Officer (QASO), 200 head teachers and 400 teachers from 200 ECDE centres in the county. The sample size was 241 respondents, these were; 4 QASOs, 79 head teachers and 158 pre-school teachers. The study used purposive sampling technique to select seventy nine head teachers and four Sub County QASOs. The study used simple random sampling technique to select 158 teachers from the sampled schools. The instruments for data collection were interviews and questionnaires. Questionnaires were administered to the pre-school teachers, while Sub County Quality assurance officers and head teachers were interviewed. The instruments were piloted in Kericho County that had similar characteristics as the study area. The reliability of research instrument was tested using Cronbach's Alpha coefficient. Data was analyzed using Statistical Package for Social Sciences (SPSS). The findings indicated that teacher preparedness, teacher attitude, instructional materials and medium of instruction accounted for 55.7% of classroom instruction. Classroom instruction was influenced by teacher's preparedness. Good teacher preparation enabled them to implement the language policy effectively. The teachers lacked teaching and learning materials on vernacular languages. The study recommended that the government should support in-service training for pre-school teachers on the use of mother tongue/first language as a language of instruction; provide funds for the development and acquisition of L1 resources for teaching that ensures schools comply with the language policy.

1.0 Introduction

Education positively affects human advancement and attempts to make it available to each one of the individuals who require change (UN Habitat, 1948).

The function of language as a medium of instruction has involved numerous researchers everywhere throughout the world for a long time (Deyi, Simon, Ngcobo & Thole, 2007). Research has been

generally directed and various enactments have been passed and changed consistently.

Mother tongue/first language is a child's first language; the language is learned from the elder relatives (UNESCO, 2003). Language is an arrangement of words or signs that individuals use to express ideas and emotions to each other. Buckley (2003) attests that children encounter a gap between their first language and the second language utilized used in school. In this idea the mother tongue/first language ends up inane and might be strange in the classroom. Learning mother tongue/first language inside the initial five years of a kid's life is one of the indicators of a kid's later performance in school (Cummins, 2000). Language is a methods for correspondence through which individuals express their want, thoughts, energies, happiness, disillusionments and transfers of data. Language is an instrument for considering idea advancement in children. Kids think and talk in a language that is commonplace to them. Language is a vehicle for a wide range of sorts of learning.

The language function as a mode for instruction is an issue on many parts of the world where immigrant kids are marginal, for instance, Canada and United States (Dey et al., 2007). As kids learn their mother tongue/first language, they likewise learn ideas and scholarly expertise that are similarly important to their capacity to function in the school language. African nations have a larger part of its kids experiencing an education framework that occasionally neglects to give guidelines in the language they talk at home which they comprehend better. This may have added to absence of education and results in individuals joining workforce with inadequate abilities (UNESCO, 2003).

The significance of mother tongue/first language in intellectual, semantic, individual and educational advancement of children can't be overemphasized. Out of this acknowledgment UNESCO proclaimed the year 2006 the year of African languages. According to UNESCO (1953) mother tongue/first language is the language which a child secures in early years and which ordinarily turns into their instrument of thought and communication. Kenya institutes of education (2000) (KICD), characterizes mother tongue/first language as the principal language a child is relied upon to utilize or the language of the school catchment zone. As indicated by UNESCO, (1968) mother tongue/first language education is instruction which utilizes its medium of instruction utilizing a man's primary language that is the language a person/child has obtained in early

years and which regularly has turned into his/her normal instrument of thought and communication (Kobia, 2007).

At the point when mother tongue/first language is advanced in the school, it helps to develop not only the mother tongue/first language but also children's abilities in the majority school language. As indicated by Skutuab (2000) bilingual kids perform better in schools when the school adequately educates the mother tongue/first language and where suitable, creates proficiency in that language. In contrast when children are urged to dismiss their primary language, its advancement stagnates their own and applied establishment for learning is undermined. Spending instructional time using mother tongue/first language in the school doesn't influence kids' scholastic improvement in the school language. Cummins (2000) declare that as per investigate, discoveries, very much actualized bilingual projects can advance proficiency and topic learning in mother tongue/first language with no negative impact on kids' improvement in the school language.

For example when a child take in the idea of reading a clock in their mother tongue/first language(L1) they don't have to re-take in the idea of reading a clock utilizing school language (L2) however just need to get new marks for a scholarly ability they have officially figured out how to read a clock. Most renowned empirical studies of mother tongue/first language based bilingual projects in poor nations started showing up in the 2000s and still frame the premise of what is of the benchmark thinks about are; contemplate done in the Chiapas highlands of Mexico found that indigenous kids effectively exchanged education abilities from L1 to the L2 and outflanked monolingual Spanish speakers (Abiri, 2006).

Numerous developing countries are portrayed by individual and society multilingualism, yet they keep on allowing a solitary mother language to overwhelm the instruction part. Guideline through a language that pupils don't talk has been called submersion since it is undifferentiated from holding pupils submerged without showing them how to swim (Skutnub and Kangas 2000). Exacerbated by chronic challenges, for example, low level of instructor education, inadequately outlined wrong educational modules and absence of sufficient offices, submersion makes both learning and instructing to a great degree troublesome, especially when the language of instruction is likewise unfamiliar to the educator. An study done in Nigeria

tried bilingual and non-bilingual pupils in both L1 and L2, and it plainly showed that the individuals who did best when tried were bilingual children tried in L1, while the individuals who did minimum were non-bilingual kids tried in the L2 (Fafunwa, 2006). In the classroom, bilingual children take part more frequently and show more prominent self-assurance and higher inspiration. The L1 enables kids to express their full scope of information and encounter and exhibit their capability, which instructive methodologies like those of Piaget and Vygotsky would bolster for learning. To close what Education for or All (EFA) implies for individuals in creating nations is access to fundamental proficiency and numeracy and different aptitudes that will enhance their lives. Mother tongue/first language based multilingual instruction increment access to aptitude as well as raises the nature of fundamental education by encouraging classroom association and joining of earlier information and encounters with new learning.

Statement of the Problem

The Kenyan language policy, teaching and learning in formative stages of the child has to be done using the language of the catchment area (Session paper NO.14 of 2012). The medium of instruction in the formative years of a child is crucial as it offers many advantages of ensuring smooth transition from home to the school environment for young learners joining school for the first time. This can be realized when the teacher uses a variety of materials of instruction for better understanding. The stakeholders: teachers and parents should support the policy by embracing the positive attitude in the implementation and adequate preparation by the trainers to achieve the smooth transition from known to unknown environment and introduction of the second language. The language policy in Kenya lays down strict limits on how language should be used. However, this has not been achieved as many trainers/teachers in schools in Nandi County use the

second language (Kiswahili/L2) right away on the onset of the education which disconnects the learner and the teacher from classroom instruction. The learners cognitive development is hindered and slowed hence transition cannot be systematic from L1 to L2 (Benson, 2005). Most children in several cases become frustrated and may drop out of school because of lack of understanding the medium of instruction which interrupts learning. In the sixth year of assessing children basic literacy and numeracy skills, Uwezo Kenya Assessment Report (2016) found out that children are not learning as they should be. On average, 30% of class three pupils cannot do class two works while 8% of pupils in class eight cannot do the same work. This leaves majority of the stakeholders wondering how learners transit from one level to another without acquiring literacy skills and the concepts that support learning. This, therefore, made the researcher to establish the influence of mother tongue usage in classroom instruction among ECDE centres in Nandi County, Kenya.

Objective of the Study

To identify the Influence of Teacher Preparedness on Mother Tongue Usage in Classroom Instruction among the Rural ECDE Centres in Nandi County, Kenya.

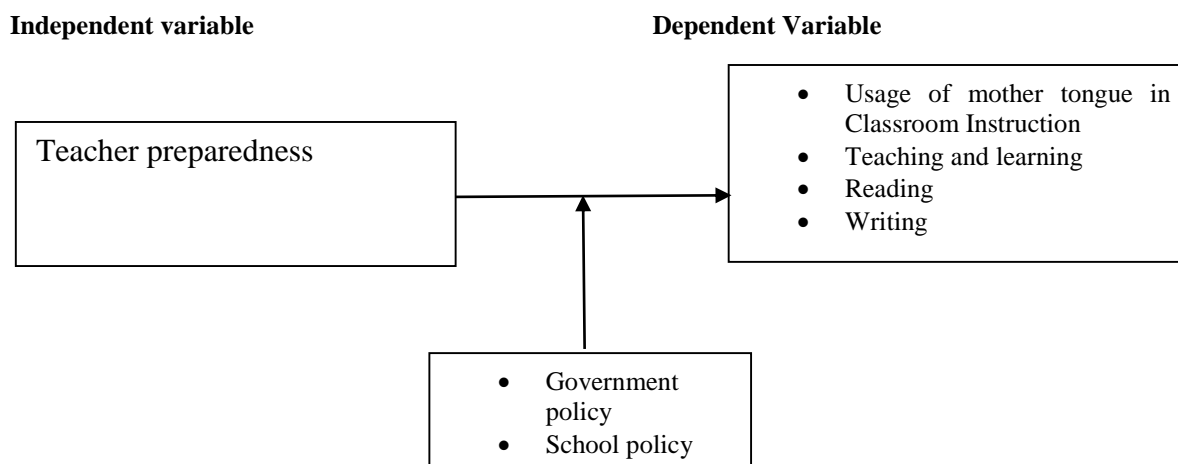
Research Question

What are the influences of mother tongue instructional materials on ECDE centres classroom instruction in Nandi County Kenya?

Conceptual Framework

The study conceptualized the relationship between implementation of mother tongue/first language based language and classroom instruction in ECDE centres. The independent variables were the teacher preparedness, instructional materials, as a medium of instruction and teacher's attitudes towards mother tongue/first language, while the dependent variable was the classroom instruction. The relationship between the variables was summarized in Figure 1.

Figure 1: Conceptual Framework



Source: Author (2017)

Classroom instruction which involves educating and learning is impacted by a mix of variables which incorporate teacher's preparedness, attitude, instructional materials and medium of instruction. Teacher's preparedness can be bridled through significant instructor preparing which is essential in guaranteeing successful instructing and learning in classroom. Educators who are familiar with L1 and familiar with the child.

2.0 Theoretical Framework

Interdependence Theory

This research embraced the interdependence theory developed by Cummins (2009) to explain the positive exchange of education abilities from L1 to L2. Cummins contends that the level of proficiency fitness in L2 relies upon ability on L1 and the time L2 teaching starts seriously. In this manner, if an instruction framework submerges sneers in L2 without first attempting to additionally build up the ability they in L1, the school hazard obstructing their competency in L2 for a considerable length of time to come, while likewise restricting a proceeded with self-governing advancement of their L1. This is on account of the managed utilization of a moment language of approach in schools contrarily impacts the way children figure out how to think, hence meddling with their subjective improvement. Wigglesworth and Simpson (2008) agreed with the idea that for children to learn on how to reason and acquire language is vital.

As per Jim Cummin's theory of language exchange, Cummins battle that young children secures clever aptitudes from L1 to L2 if is thought enough. She additionally set that abilities gained from L1 to L2 are effectively done if L1 is thought as needs be. In African guideline systems then again, the issue that may hinder L1 mastering is deficiently settled orthographies, for all the L2. Along these lines pupils are not subjected to achieve sufficiency in their L1. They battle that children learn better in familiar language and can share in the learning framework.

Alidou et al., (2006) advocate for a change to first language at a beginning period and endorse that it related with a later stage but much could sensibly be common for better outcomes. One of the concentrations ascended for primary language utilized for approach is that vernacular can progress etymological limits that empower the picking up of indigenous languages (L1) at a later time of the learning reasoning. Pupils' native language utilized as a part of their home language that can be used in formal educational connections and particularly in reading and writing (Heugh 2006).

Cummins (2001) states that when stakeholders contribute significance to their children and let them know stories or look at issues with them in a way that adds to their first language vocabulary and contemplations; kids come to class especially orchestrated to take in the second language. Children gain the basic vernacular by lifting it up from their parents or caretakers around them – this affects them

to understand how to tune in, comprehend and talk the language utilized as a bit of their social interactions (Archarya, 2009). The pupil's cognizance of their first language from secretly organized learning may not be tasteful to give them the instructive information, (for example proficiency and numeracy aptitudes) that is foreseen from the primary language.

Archarya (2009) keep up that language is thought at school on an exceptionally essential level to open up its focal points for the pupils with the target that he/she may locate the correct words and sentences to pass on the typical significance. The fundamental language enables the learners to take in another language. In his research, Cummins (2001) features the need for a solid establishment in the basic language. He additionally recognized that: The level of movement of sorts' nearby language is a solid establishment of their second language securing abilities (Cummins, 2001). Cook (2001) joins that pupils' take in natural language more quickly when learning is first organized in their first language. Cummins (2006) also states that bilingual/multilingual getting ready vehemently impacts decidedly social and intellectual movement. In most Kenyan families today, young children are not told stories in basic language which is a central medium of instruction. In spite of the diverse reasons for utilization of L1 as a language of instruction in preprimary and lower elementary schools in Kenya, the strategy is yet to be actualized in numerous schools among the rural ECDE centers in Nandi County.

Research in the academic written work, uncovered that bilingualism/multilingualism instead of monolingual teaching offers essential methodologies for instructors and pupils. (Cummins, 2000; Baker, 2001; CAL, 2001). In Kenya, the bit of teaching basic abilities has been left to educators. The adults, who have adequate indigenous stories, tunes, and axioms as they get old, continue with the stories and sayings that are rich with indigenous learning. In this way, there need to secure the indigenous social occasions for remembering the true objective of the stories, tunes, statutes and make books for children to read hence retention of knowledge. Stories with characters that had undesired behavior were narrated to young children using the first language for better understanding. Through the stories portrayed in first language, kids sensibly got estimations of wisdom, humanity and affection.

So to speak, classes with bilingual/multilingual

instruction advance productive relationship among teachers, pupils and stakeholders for purpose of truth which enables dynamic learning Quane and Glanz (2010). This opens pupils to learn L2 as the medium of instruction starting now and into the foreseeable future, hence essential need for a solid establishment of basic language (Cummins, 2001). The children arrive at school with known language which gives space to instructors to interface it up with L2 as stated by Cummins (2001). In addition, although studies have demonstrated that when L2 is utilized as a medium of instruction in early years of schooling hinders the acquiring of literacy and numeracy skills hence poor performance, therefore, numerous schools have kept on utilizing a second language as the medium of instruction among the rural ECDE centers in Nandi County.

Mother tongue/first language/Primary language Instructional Materials

Instructional materials are the fundamental direct of correspondence in the classroom with the ultimate objective of reasonable teaching and learning. They are connecting with, instructing and can consider the unmistakable resources. The materials should be made in the understudies' neighborhood vernaculars to impel understudies' help in the classroom talk. Instructional materials are key to teaching learning process (Sunday and Joshua, 2010). Instructional resources impact children to take in increasingly and hold better what they have been taught, progress and bolster understudies' interests and empower the children to get themselves and their abilities.

Socially related materials intimate learning assets which have near to substance. Socially appropriate materials key for the accomplishment of any educational change and deficient quality and nonattendance of materials annoy enlightening ventures movement (Kallon, 2006 and Fullan, 2001). The nonappearance of instructional materials in like manner blocks transmission of substance in neighborhood lingos. The IIEP (2007) saw that up until the 2000s an extensive part of the indigenous tongues in Kenya did not have a made edge. In any case, later undertakings to give examining materials have exhibited testing as the issue of giving instructional materials in neighborhood vernaculars is energetically influenced by supporter interests, intense manners of thinking, strong budgetary interests from abroad dispersing associations and overall power relations (Brock-Utne 2000; Brock-Utne 2005; Waruingi 2009).

Brock-Utne (2000) gives instances of the British and

French governments' parts in pushing for the usage of their tongues in schools in their past states through equal manual for help vernacular securing. The guide, who comes through school works written in French or L2 or transfers to help training out these lingos, makes it troublesome for desperate governments to revolve around close-by tongue progression. The nonappearance of material in first language is also as often as possible cleared up away by the reason that there are unnecessarily various lingos in African countries to legitimize circulating in them (Prah, 2009; Rubagumya 2009). Regardless, while it has for a long while been said that the amount of lingos in Africa is extensive, this number exceptionally changes among language authorities and sociologists.

The range given for lingos in Kenya moves in the region of 30 and 70, for the most part in light of the way that early ministers requested vernaculars as different tongues. Regardless, work had done by the Center for Advanced Studies of African Society (CASAS) since the year 2000 has revealed that around 85% of Africans talk 12-15 focus lingos as to begin with, second or third tongues. Up until this point, CASAS has interpreted and organized the orthographies of 23 focus African lingos (Prah, 2010).

Youthful (2009) recording great practices in multilingual schools in Southeast Asia, takes note of that in the Philippines, Vietnam, Thailand and Brunei, nearby group individuals made magnificent teachers if prepared before they educated, had standard in-benefit preparing and were associated with the creation of instructional materials. The people group in these nations worked with etymologists and ethnographers to create L1 materials with age-proper language and reflecting social circumstances well-known to pupils. Individuals composed the content and drew the delineations amid materials creation workshops, and the writings were imitated for schools utilizing basic, shabby techniques. Including the group gave non-school individuals a feeling of consideration in the nation's education framework and helped them save their way of life while as yet conveying ideas that meet national educational programs targets. Including the group additionally institutionalized the language used to express educational modules content.

Waruingi (2009) noticed that the Kenya Book Foundation consistently gets old releases of books finish with snowballs and snowmen from Western nations for gift to chosen schools, despite the fact

that they are generally unessential to the Kenyan condition and educational modules. Further, Waruingi, who was engaged with an UNESCO-run Basic Learning Materials (BLM) Initiative that kept running from 2006-2001 in Namibia, Mozambique, Malawi, Tanzania, Uganda, Mali and Burkina Faso, includes the activity did not accomplish its point of giving instructional materials in nearby languages (2010, individual correspondence). The reasons he referred to are: absence of approach motivating forces and political will; absence of the aptitudes set required for viable advancement of BLM, similar to journalists, educational modules engineers, distributing and printing foundation; and restriction from transnational distributing and business interests. Hence, without sufficient LiE strategy, political will and designation of assets for the improvement of nearby languages, a first language based instruction framework like the one supported by the Kenyan language approach has minimal shot of being effective.

In Kenya, Ruthiri (2009) investigated the openness, acquiring and utilization of instructing – learning of L2 language. His results revealed that the acquiring of educating learning resources was a test to most schools in view of nonattendance of records and nonappearance of time for educators to make instructing/learning resources. Ogott, Indoshi, and Okwara (2010) drove an study on how appearing and learning of language in Right on time Youth Advancement and Instruction Early Adolescence Improvement and Education (ECDE) Focuses could benefit by capable assurance, change and usage of materials. The study found that there was serious absence of tongue materials in light of administrative, physical, and human parts.

Educating and learning can't be viable without satisfactory and important utilization of instructional materials (Sunday and Joshua, 2010). Malone (2007) expressed that education must be kept up if there is a sufficient supply of perusing materials. Educating must be powerful when sufficient and pertinent instructional materials are utilized (Afolabi, Adeyanju, Adedapo and Falade, 2006 as referred to by Sunday and Joshua, 2010). With the utilization of mother tongue/first language as a medium of instruction, instructional materials ought to likewise be composed in mother tongue/first language to accomplish consistency. These instructional materials are readied in light of the premiums and requirements of pupils. The ballads, melodies, and stories are interpreted by the teachers on the grounds that there are no books written in the

first language. In this way, the utilization of instructional materials written in first language upgrades pupils' familiarity with their own language which can prompt their proficiencies of the said language. This is likewise a method for valuing their own language, utilizing it in the class and making materials with it. Absence of assets and time for educators to create showing learning materials influence the accessibility of instructional assets. The study tried to build up the impact of accessibility of important materials in first languages in ECDE for instruction.

There are numerous studies that have investigated the connection between showing materials and other related data sources and children' learning and accomplishment. Instructional materials assume an essential part in the educating and learning process and have demonstrated to have a few innate focal points. They furnish kids with fundamental solid encounters. Dale (1969) watches that when reflections have deficient establishments, troubles emerge, if pupils have next to no enactive and famous encounters in getting a specific thought, at that point the thought will most likely have no genuine significance for them. Orpwood (2001) agrees with this thought by saying that revelation learning is imperative if learning materials are accessible. He additionally says that assets encourage as well as some of the time even make learning conceivable, especially when theoretical ideas are being learnt. Whitich and Schuller (2003) state that successful learning starts with solid encounters and continues towards more theoretical encounters. In this way, a student who has the upside of responding to well choose materials can take in more adequately than one who is given huge data. A significant part of the information kids assimilate is best obtained by investigation in reality where they may openly, effectively, develop their rendition of reality, as opposed to be inactively trained about it (Parke and Less, 2008).

Youthful children learn by watching what happens when they communicate with materials and individuals. Improvement of their aptitudes is accomplished through hands on learning (Piaget 1969). Visuals and pertinent pictures ought to be utilized in light of the fact that they are by and large comprehended and recalled effectively. Kids comprehend things they see more effectively than unique thoughts displayed just in words. Coordinate understanding, including learning through doing, prompts a more profound comprehension of the subject and the issues included. Piaget (1969)

suggests the utilization of multi-tactile materials. Kids get involvement through each of the five detects that is touch, seeing, taste, smell and hearing and consequently see well.

As indicated by Whitish and Schuller (1962) inspiration is critical in educating and learning process. Instructional assets assist uplift the student's inspiration to learn. Kids focus towards what they like and they overlook or misjudge what they detest. Assets are important in light of the fact that educators can utilize them to rouse children, structure learning encounters for moderate pupils and tailor learning materials to suit the requirements of every learner favored method for learning. It likewise helps increment the showing learning proficiency prompting better outcomes. Besides, instructional assets invigorate critical thinking among children. As indicated by Erickson Curl (2002) Audio - Visual media offer rich open doors for pupils to create relational abilities while currently captivating in significant critical thinking exercises, in gatherings or in class ventures. This thusly implies a student can learn better and like it since it will request. Pupils can't learn without maintaining their consideration. Betz (2000) battles that visuals draw in consideration, which is fundamental in learning. He watches that numerous characteristic distracters vie for student's consideration, making it essential to utilize consideration getting gadgets to center all through the lesson. Teacherss are required to design exercises such that there is adequate assortment to address the issues and interests of every kid and to support the youngster's consideration all through the lesson.

Mogeni (2005) watches that assets help recall and change up a language class. The utilization of pictures and illustrations improve language rooms and appealing while in the meantime serving as material for learning. This adds life to the class and the lesson when all is said in done, in spite of the fact that this material must be pertinent. Much the same as some other subject, a multi-media approach is imperative. Visual guides give an assortment of boosts to the pupils and henceforth help kids in finding out about new individuals, spots and occasions. James and Peter (2003) bring up that opening up an accumulation of multi-media materials implies that teachers turn into a guide, preparing kids to recover and viably utilize all assets. The way toward taking in a language includes tangible and physical action. The assets utilized by educators and the systems utilized together with

them coordinate and decide pupils' action in the classroom. The more the pupils are effectively associated with learning process, the better their informative capability (Johnson 2005). On the off chance that the Kiswahili educators effectively include children in the learning procedure by utilizing instructional assets that have been successfully chosen, they will create informative skill.

Maengwe (2005) watched that the utilization of class perusers empower children to peruse. This is a viable strategy in showing language in youthful kids. Andafu (2006) in the investigation of the elements influencing educating and learning in preschools in Lamu District demonstrated that most educators don't try any endeavors to make basic instructional materials, for example, graphs. There was likewise an intense deficiency of varying media assets, for example, radio, tape and film. Mong'are (2006), in an investigation of the elements that impact the execution in elementary schools in Nyamira District utilizing the survey and perceptions found that educators needed adequate assets and techniques for instructing Kiswahili.

3.0 Research Methodology

Research Design

The study adopted the descriptive survey research design that involves gathering data by describing events (Glass & Hopkins, 2004). The design involved gathering of facts or obtaining pertinent and precise information concerning the current status of phenomenon and whenever possible draw

possible conclusions from the facts discovered (Orodho 2008).

The design provided information about aspects of education that interest policy makers and educators. By involving a broad category of head teachers and teachers, the study fitted within the descriptive survey study designs. This enabled the researcher to collect data from various **ECDE centres** in the County. The design was also adopted because the population studied was too large to be observed directly.

Study Area

The study area for this study was Nandi County. Compared with other counties in the country the county enjoys moderate weather in terms of rainfall and temperatures. The county was believed provides a wide and varied view of the problem under research hence the area was suitable for this study. The inhabitants were selected to determine the mother tongue/first language based language implementation in ECDE classroom instruction. Furthermore the area was chosen because no similar study has been done in the study area. Thus, inhabitants gave a wide and varied view of the problem under study.

Target Population

The researcher targeted 4 QASO Officers, 200 head teachers and 400 teachers from 200 ECDE centres in the county as shown in table 3.1.

Table 3.1: Target population

Respondents	Target population
QASO Officers	4
Head teachers	200
ECDE Teachers	400
Total	604

Source: (D.E.O Office, 2017)

Sampling Procedures and Sample Size

Sampling is a procedure of selecting a sample from a population as representative of that population (Orodho, 2008). Simple random sampling technique was used to select ECDE centres to take part in the study. Purposive sampling technique was used to select 79 head teachers and 4 Zonal QASOs. Simple random sampling technique was used to obtain 158 pre-school teachers from the sampled schools. According to Gay (2003) a minimum sample of 20%

is adequate for research when a target population is less than 1000 members. Sample size was calculated using Yamane formula ($n = \frac{N}{1 + Ne^2}$)

Where;

n = the sample size

N = the size of population

e = the error of 5 percent

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{N}{1 + 1.515}$$

$$n = \frac{604}{2.515}$$

= 241

The sample size was 241 respondents. This is as

shown in table 3.1.

Table 3.2: Sample Size

Respondents	Target population	Sample size
QASO Officers	4	4
Head teachers	200	79
ECDE Teachers	400	158
Total	604	241

Source: Author, (2017)

Research Instruments

This study adopted questionnaire and interview schedule as main research instruments.

Questionnaire

According to Kombo and Tromp (2006), a questionnaire is an instrument that gathers data over a large sample. The researcher was able to collect information from various schools over a short period of time. The main reason questionnaire was chosen is because they are free from biasness.

Interview Schedule

Orodho (2008) proposed that numerous individuals will convey orally than in composing and they would give information more promptly and completely than on a survey. As per Kumar (2006), the upside of utilizing structured interview is the level of deficient surveys is lessened. The scientist could clear up any inquiries concerning the inquiries.

Validity and Reliability of the research instrument

As indicated by Paton (2002) validity is quality ascribed to recommendation or measures of how much they fit in with buildup learning or truth. As indicated by (Mugenda and Mugenda, 2008) the reliability is the measure of steady consequences of an instrument after a retest. Before the genuine information was gathered, the scientist led a pilot contemplate in Kericho County among 20 head teachers. The reason for the pilot study is that it empowers the analyst to determine the reliability and validity of the instruments, and to acquaint her with the organization of the polls and in this way enhance the instruments and methods.

Validity

Validity is quality ascribed to the recommendation or measures of how much they comply with set up

the learning or truth. Poor validity lessens the capacity to describe connection between factors of information in look into. The research instruments were availed and items discussed by experienced researchers, supervisors and lecturers in the faculty of education and human resource development of Kisii University.

Reliability

The reliability was guaranteed by regulating a pilot examines among 40 schools in the neighboring at Kericho County. Split-half strategy was utilized to decide the reliability of the instruments (Orodho, 2009). Reliability Coefficient was figured in the part parts and connection coefficient of more than 0.70 was obtained for the research instrument which showed that the research instruments were dependable and adequate to be received for data collection.

4.0 Data Analysis, Presentation and Interpretation

The data for this study were collected through direct contact questionnaire, of which the resulting data were analyzed through descriptive (frequencies and percentages). The data was presented in tables. The data were analyzed to enable the researcher achieve the following research objectives; to establish the role of mother tongue/first language as a medium of instruction in rural ECDE centres in Nandi County, identify the influence of teacher preparedness on mother tongue/first language usage in classroom instruction among the rural ECDE centres in Nandi County, to establish the effect of mother tongue/first language instructional materials on pre-school classroom instruction in Nandi County and to find out the influence of teachers attitude in mother tongue/first language on the on ECDE centres classroom instruction in Nandi County.

The response rate was 92.4% since out of 158 questionnaires administered to pre-school teachers

only 146 were used in the analysis. The fourteen questionnaires not included in data analysis were accounted for because they were either spoiled, lost or were never traced during the process of retrieval from the respondents.

Background Information of Respondents

Gender of Respondents

The gender of **pre-school** teachers who participated in the study was varied as summarized in Table 4.1. Sixty three (63.7%) were female while 53 (36.3%)

Table 4.1 Gender of Respondents

	Frequency	Percent	Cumulative Percent
Male	53	36.3	36.3
Female	93	63.7	100.0
Total	146	100.0	

Source: Field Data (2017)

were male. This showed that majority of the **pre-school** teachers were females, thus there was gender disparity in the distribution of **pre-school** teachers in Nandi County. This may be credited to the aversion of the male educators to take up pre-school showing parts which may appear to them to be female. This avows earlier investigates that most pre-educators or by and large called supervisors were generally women since they could manage children and give them love, care, thought and diverse necessities (Rotumoi and Too, 2012).

Age of Respondents

The age of the **pre-school** teachers involved in the study was varied as shown in table 4.2. Of **pre-school** teachers 47(32.2%) were aged between 41 and 50 years, however 64 (43.8%) of them aged between 31 and 40 years and 35(24%) above 51 years. These study demonstrate that majority of the pre-teachers were beneath 50 years and might be productive in utilizing native language in classroom instruction in ECDE focuses in Nandi County. This was upheld by Githinji (2008) who noticed that the age of the teachers decides the kinds of instructing

techniques to be utilized. The youthful teachers can help pupils on utilization of first language in classroom guideline yet not the normal gauges since dominant part may need comprehension of the local language dissimilar to elderly teachers who are acquainted with the local language. Githinji (2008) additionally found that larger part of pre-teachers was matured underneath 50 years. The age of any team in the general public is extremely essential since it demonstrates the quality and shortcomings of the human asset which is regularly a measure of performance in arrangement of administrations required.

Table 4.2 Age of Respondents

Age Brackets	Frequency	Percent	Cumulative Percent
31-40 years	64	43.8	43.8
41-50 years	47	32.2	76.0
Over 51 years	35	24.0	100.0
Total	146	100.0	

Source: Field Data (2017)

Education Level of Respondents

This study sought to establish the highest education level of the respondents as presented in Table 4.3. Majority of the pre-school teachers 74 (50.7%) had diploma in Early Childhood Education, with 24% had bachelor's degree and 20.5% had pre education level. The study show that all pre-teachers in the selected schools had important expert training and would have the capacity to give data on the part of primary language in classroom guideline. The training level of the teachers impacts their capacity

to embrace and utilize first language use in classroom guideline consequently affecting pupils' securing of the second language (Car and Mitchel, 2009).

Kids in classroom educated by teachers with aptitudes connected to higher level of training particularly in early youth advancement have a higher self-assurance and invest more energy in objective coordinated exercises and have a higher capacity to impact pre-school pupils on native language use in classroom instruction for

compelling administration conveyance (National

Initiative of Early Education Research, 2003).

Table 4.3 Highest Professional Qualification of Respondents

	Frequency	Percent	Cumulative Percent
Primary	7	4.8	4.8
Pre	30	20.5	25.3
Tertiary college	74	50.7	76.0
University	35	24.0	100.0
Total	146	100.0	

Source: Field Data (2017)

Teaching Experience of Respondents

The more a teacher is experienced the more he or she knows the part of first language in classroom instruction. The showing knowledge of pre-teachers was differed, as appeared in the table 4.4. Thirty nine (39.7%) of the pre-teachers had in the vicinity of 5 and 8 years showing background, with 34.9% having in the vicinity of 3 and 5 years. Sixty six (45.6%) had 9 years showing background and the slightest had over 25 years. The study demonstrated that a large portion of the pre-teachers had underneath 5 years instructing knowledge. This

demonstrates teachers with numerous times of showing background are more compelling in classroom instruction which is upheld Americas Center for Education (2005) which demonstrated that the level of teacher's experience associates emphatically with pupils' scholastic accomplishment and teachers were observed to be more successful in classroom conveyance. Further, Singal (2009) contended that validity of data accumulated in any study is educated by the quantity of years of experience to the association. The experience demonstrates the legitimacy and unwavering quality of the data acquired.

Table 4.4 Teacher Experience

	Frequency	Percent	Cumulative Percent
Below 3 years	25	17.1	17.1
3-5 years	51	34.9	52.1
5-8 years	58	39.7	91.8
over 9 years	12	8.2	100.0
Total	146	100.0	

Source: Field Data (2017)

The Influence of Teacher Preparedness on Mother Tongue/first language Usage in Classroom Instruction among the Rural ECDE Centres in Nandi County.
Descriptive statistics.

Table 4.7 Teacher preparedness in mother tongue/first language

	<i>Strongly agree</i>		<i>Agree</i>		<i>Undecided</i>		<i>Disagree</i>		<i>Strongly disagree</i>	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
A good teacher preparation enables teachers to effectively implement the language policy.	55	37.7	14	9.6	25	17.1	48	32.9	4	2.7
Mother tongue/first language is not in teacher training syllabus.	15	10.3	3	2.1	43	29.5	62	42.5	23	15.8
Training is only organized for L2 and Kiswahili subjects and not for mother tongue/first language.	3	2.1	3	2.1	46	31.5	59	40.4	35	24.0
In- service training for teachers help them to understand the importance of mother tongue/first language.	4	2.7	26	17.8	47	32.2	31	21.2	38	26.0
Teachers were not aware of in-service training opportunities.	18	12.3	26	17.8	28	19.2	39	26.7	35	24.0
Teachers do not have an opportunity to attend in-service training.	3	2.1	15	10.3	63	43.2	27	18.5	38	26.0
There is an acute shortage of teachers who speak or have access to mother tongue/first language.	13	8.9	15	10.3	47	32.2	39	26.7	32	21.9
For effective usage of local languages for instruction there must be enough teachers.	12	8.2	15	10.3	60	41.1	27	18.5	32	21.9
The use of resource persons helps trained teachers communicate curriculum content.	41	28.1	9	6.2	54	37.0	30	20.5	12	8.2
Attending workshops by teachers provide an opportunity to share their knowledge about the local language.	3	2.1	4	2.7	92	63.0	17	11.6	30	20.5
Provision of short in-service trainings during school vacations often leaves teachers with limited language skills.	3	2.1	26	17.8	67	45.9	47	32.2	3	2.1
Mother tongue/first language to be made compulsory at the lower primary levels.	4	2.7	27	18.5	14	9.6	97	66.4	4	2.7
The teachers are prepared to teach in languages that are unfamiliar to children (second languages).	23	15.8	30	20.5	28	19.2	47	32.2	18	12.3
The teaching practice and the development of literacy are negatively impacted by a severe lack of appropriate MTs educational materials.	15	10.3	15	10.3	14	9.6	79	54.1	23	15.8
Teachers are forced to translate materials destined for instruction through second language.			51	34.9	26	17.8	54	37.0	15	10.3
Teachers are not native speakers of L1.	18	12.3	6	4.1	69	47.3	47	32.2	6	4.1
Teachers often fail to implement the child-centered teaching strategies in which they were trained.	3	2.1	52	35.6	25	17.1	25	17.1	41	28.1
The local languages have not received sufficient attention, making L1-based programmes ineffective.	15	10.3			26	17.8	79	54.1	26	17.8

Source: Field Data (2017)

Teacher preparedness on mother tongue/first language usage and class instruction

The descriptive statistics on information representing teacher preparedness on mother tongue/first language usage in rural ECDE centres

was analyzed using the mean, standard deviation, frequency and percentages as per the 5-point likert scale as shown in table 4.8. According to 69 (47.3%) of the teachers, a good teacher preparation enables teachers to effectively implement the language

policy, with 17.1% of the teachers remaining undecided and 35.6% disagreed. Teacher readiness is center in classroom instruction in all conditions. Poorly prepared teacher won't pass on as status incorporates both mental and material preparation. Learning materials and classroom affiliation bolsters a prepared teacher. The broad rates that are against teacher status are doubtlessly those respondents who assume that local language is so notable the instructor require not prepare. The sufficiency of L1-based systems is the limit of teachers to beneficially and enough transmit scholarly aptitudes and characteristics in the pupils' L1. Regardless, most training structures that undertaking to establish systems that empower learning through a tyke's neighborhood tongue encounter the evil impacts of an extraordinary lack of teachers who talk or approach these home vernaculars, yet one of the criteria for intense utilization of close-by language s for instruction is that there must be adequate teachers to train in it (Fasold 2004; Thomas 2009). (Du piesis and Naude, 2003) proclaims that early years of indicating demand a strange condition of data, including broad adapting across finished subjects and a cognizance of different ways to deal with train those subjects in ways that sorts can learn. The teachers should be set up with agreeable data procedures, aptitudes and helpful perspective in order to address pupils issues when prompts the teacher to be very much familiar with child's first language (local language).

The greater part of the teachers 85(58.3%) differ that native language isn't in teacher training syllabus, with 29.5% concurring and 12.4% undecided. Primary language in instructor training universities as an instruction infers the national language Kiswahili. This may have befuddled the respondents with reference to whether the syllabus to this subject exists or not. Kenya is a cosmopolitan country; in this manner it is very hard to build up a solitary syllabus for the entire nation. A couple of reasons have been brought as being up responsible for such deficiencies in teacher courses of action. Ngu (2004) blames the teacher's awkwardness' to inadequacy for the present teacher training programs. According to him, the present dominating teacher training programs were created before most African countries got their political flexibility. In the study revelations, Mohanki (2001) verify that advancement of local language as a medium of heading is both asking for and expensive. It requires a lot of materials for instructing and learning and training of teachers. This has transformed into a test

since arranged teachers in first language look in schools and collection of learning materials written in indigenous vernacular subsequently inciting teachers to use L2 as a medium of bearings which are generally commonplace and have palatable materials.

Greater part 94 (64.4%) of the teachers differ that preparation is sorted out for L2 and Kiswahili subjects and not for native language, with 31.5% undecided and 4.2% concur. Teachers are training on strategies for showing languages yet not a particular language because of reasons as of now strategy in this study. Benson (2004) found that when teachers are not nearby speakers of the kind L1 or need satisfactory training on the most capable technique to do local language based teaching, they avoid the 'dark awesome' and backslide to the 'known horrible'. According to Baller 2001: CAL 2001: second vernacular should be told proficiently with the objective that pupils can logically transfers aptitudes from unmistakable tongue to the updated one. Strangely submersion ventures may win with respect to educating pupils to unwind words in the L2 which can take quite a while before they discover significance in what they are scrutinizing. At the point when pupils have basic instruction capacities in the L1 viability trading aptitudes they have obtained in the typical language of local language used as medium of rule.

Greater part 94 (64.4%) of the teachers differ that preparation is sorted out for L2 and Kiswahili subjects and not for native language, with 31.5% undecided and 4.2% concur. Teachers are training on strategies for showing languages yet not a particular language because of reasons as of now strategy in this study. Benson (2004) found that when teachers are not nearby speakers of the kind L1 or need satisfactory training on the most capable technique to do local language based teaching, they avoid the 'dark awesome' and backslide to the 'known horrible'. According to Baller 2001: CAL 2001: second vernacular should be told proficiently with the objective that pupils can logically transfers aptitudes from unmistakable tongue to the updated one. Strangely submersion ventures may win with respect to educating pupils to unwind words in the L2 which can take quite a while before they discover significance in what they are scrutinizing. At the point when pupils have basic instruction capacities in the L1 viability trading aptitudes they have obtained in the typical language of local language used as medium of rule.

This infers pupils with lack of teachers acquainted

with primary language learning posts instructive issues including poor scholarly exhibitions as experienced in provincial ECDE focuses in Nandi County.

Majority 102 (69.9%) of the teachers disagreed that teaching practice and the development of literacy are negatively impacted by a severe lack of appropriate MTs educational materials, with 20.6% agreeing and 9.6% undecided. Teaching material is required to originate from the region separated from perusing material. Materials, for example, course books, written work material and graphs are a test since there is couple of vernacular scholars in Kenya. Books are composed and distributed to be sold. ECDE focuses are under the area government and the nearby group and absence of coordination may make the accessibility of learning materials a test. Alidou and Brock-Utne (2006) uncovered that training and the change of capability are adversely being affected by a serious absence of suitable instructive materials both for MTs and second languages too. Instructional materials are not promptly accessible in the majority of neighborhood languages, for example the study found that a large portion of the provincial schools in Nandi area have insufficient learning materials for native language inciting for teachers to cod-change to L2 UNICEF 2010 declares that when assets are accessible and important, the quality way to deal with training particularly in ECDE focuses. All learning in all ECDE centers should be sorts centered where kids are given a free learning condition to enable them learn by doing, control, watching, researching and investigating diverse roads with respect to grouping of learning materials in local language use on medium of instruction among nation schools in Nandi district. The course of action of adequate materials would enable the sort's s to create and develop exhaustively at his own particular pace (KIE 2006).

Most of the teachers 115 (71.9%) disagreed that local languages have not received sufficient attention, making L1-based programmes ineffective, with 17.8% undecided and 10.3% agreeing. Most teachers, enlivened by the way that L2 would be the dialect of instruction in higher classes and of study's, trained in L2 as opposed to the principal language, in the stirred up conviction that the earlier it is exhibited as the LOI, the speedier pupils are likely going to accomplish competency in it (Muthwii 2002; Bunyi 2005). This reaction got little dispute from guardian and pupils a similar number of assumed that submersion in the L2 would

empower pupils to expand brisk access to more noticeable money related openings (Trudell 2005; Benson 2004a; Maeda 2009). Nevertheless, perhaps such conclusions are imparted in light of the way that area vernaculars have not gotten satisfactory thought, making L1-based tasks inadequate. As Benson (2004a) found, guardian tend to help L2 adjusting exactly when governments give them an either-or choice for their children's mentoring - either a L1-transcendent system or a L2-winning structure.

From this study the great teacher readiness empowered teachers to successfully actualize the language strategy. The native language was in teacher training syllabus and training was sorted out for L2 and Kiswahili subjects and not for first language. Teachers didn't know about in- benefit training openings and there is an intense lack of teachers who talk or approach home languages. Local language was not made compulsory at the lower basic levels. The demonstrating practice and the change of capability have not unfavorably influenced by a genuine nonappearance of appropriate MTs informative materials. The adjacent tongues have become sufficient thought, making L1-based ventures lacking. This is in line with Setati et al (2002) who battles that when an instructor uses essential language or code switches in class the understudy may fathom or get to significance to the weakness of semantic syntactic thoughts, in this way affecting performance of L2. Teachers' use of essential language prompts constancy of mix-ups that begin from L1 (local language) showed up through direct elucidation; this has ominous effects performance of L2.

5.0 Summary, Conclusions and Recommendations

Summary of the Findings

The summary of the study was made with respect to the study objective.

Influence of teacher preparedness on mother tongue/first language usage

Great teacher readiness empowers them to adequately actualize the language strategy. The first language is in teacher training syllabus and training was sorted out for L2 and Kiswahili subjects and not for first language. Teachers don't know about in- benefit training chances of which they can use to use their readiness instructively with information, aptitudes and state of mind of L1 to address pupils' issues for figuring out how to occur. There is an

intense deficiency of teachers who talk or approach home languages which adds to poor transmission of education aptitudes thus classroom guideline is affected. The showing practice and the improvement of proficiency have not adversely affected by a serious absence of proper MTs instructive materials. The nearby languages have gotten adequate consideration, making L1-based projects incapable.

Conclusions

The great teacher readiness empowered teachers to adequately actualize the language arrangement. Primary language was in teacher training syllabus and training was composed for L2 and Kiswahili subjects and not for first language. Teachers didn't know about in-benefit training openings and there is an intense lack of teachers who talk or approach home languages. There was a positive impact of teacher readiness on first language utilization in classroom instruction.

Teachers educating in a recognizable language gained ground quicker on the grounds that pupils can read a head and keep contemplating even out of class. The pupils performed grimly in exams since they need capability in L2 and teacher's promoter and practice MT guideline. There was a positive impact of state of mind on primary language utilization in classroom instruction. The teacher's disposition, readiness, medium of instruction and instructional materials made a noteworthy commitment to the classroom guideline.

Recommendations

- i. The Government of Kenya should bolster in-benefit training for pre-teachers on

utilization of primary language as a language of instruction. The county government should provide funds for the development and acquisition of culturally-relevant materials to promote culturally relevant teaching. Likewise they ought to guarantee that socially applicable learning materials are delivered to advance socially important instructing learning.

- ii. Kenya Institute of Curriculum Development (KICD) should think of instructor training educational programs according to the requirements of the teachers training institutions. Teachers training establishments ought to likewise assist instructor learners with understanding the advantages of native language and prepare instructors on the best way to outline and create significant first language instructional materials. In this manner, it is fundamental for kids to be capable in their primary language with the goal that they might have the capacity to use the proficiency abilities that they have obtained in their first language to create exactness in their second language composing.

Suggestion for Further Studies

- i. The study was undertaken in Nandi County a comparable report ought to be led in different Counties inside the nation to build up whether comparable difficulties are experienced.

References

- Administration of Kenya (2006). Report of the national leading body of trustees on enlightening objectives and methodologies. Government Printer, Nairobi. Kenya.
- Alidou, H., Boly, A., Brock-Utne, B., Diallo, Y. S., Heugh, K., & Wolff, H. E. (2006). Optimizing learning and education in Africa—the language factor. *Paris: ADEA*.
- Alidou, H., Boly, A., Brock-Utne, B., Diallo, Y. S., Heugh, K., & Wolff, H. E. (2006). Optimizing learning and education in Africa—the language factor. *Paris: ADEA*.
- Benson, C. (2002). Networked Teaching and Learning. *Bread Loaf Teacher Network Magazine*.
- Benson, C. (2004). The importance of mother tongue-based schooling for educational quality. Paper commissioned for the EFA Global Monitoring Report 2005, The Quality Imperative. *The Quality Imperative, UNESCO*.
- Benson, C. (2004). The importance of mother tongue-based schooling for educational quality. Paper commissioned for the EFA Global Monitoring Report 2005, The Quality Imperative. *The Quality Imperative, UNESCO*.
- Bunyi, G. (1999). Rethinking the place of African indigenous languages in African education. *International Journal of Educational Development*, 19(4-5), 337-350.
- Cal, N. (2001). Expanding Educational Opportunity in Linguistically Diverse Societies.

- Cummins, J. (2000). *Language, power, and pedagogy: Bilingual children in the crossfire* (Vol. 23). Multilingual Matters.
- Cummins, J. (2009). Fundamental psycholinguistic and sociological principles underlying educational success for linguistic minority students. *Social justice through multilingual education*, 19-35.
- Daily Nation (2009) Reviewing teacher getting ready late. July 19. Open from: <http://www.nation.co.ke/oped/Editorial/-/440804/626278/-/pktifrz/-/index.html> Accessed 29 July 2010].
- Daily Nation (January initial 2014) 200,000 to miss Form One spots. Consistently Nation.
- Education for All: The Quality Imperative. (2005) EFA Global Monitoring Report online]. Available from: <http://www.unesco.org/en/efareport/reports/2005-quality> Accessed 16 April 2010].
- EFA Global Monitoring Report (2005) Education for All: The Quality Imperative online]. Open from: <http://www.unesco.org/en/efareport/reports/2005-quality> Accessed 16 April 2010].
- EFA Summary Report (2010) Reaching the Marginalized. London: UNESCO.
- Fullan, M. (2002). Principals as leaders in a culture of change. *Educational leadership*, 59(8), 16-21.
- Glass, G. V. (2008). Alternative certification of teachers.
- Government of Kenya (2009). Totally organized quality instruction and planning. Report of the commission of study concerning the preparation policy of Kenya. Nairobi. Kenya.
- Government of Kenya (2013). The lingos of Kenya charge. Government Printer, Nairobi, Kenya.
- Heugh, K. (2006) 'Speculation and Practice Language Education Models in Africa: investigate, layout, essential administration, and results' in H. Alidou et al., (Eds.) *Optimizing Learning and Education in Africa – the Language Factor: A Stock-taking Research on Mother tongue/first language and Bilingual Education in Sub-Saharan Africa*. Paris: ADEA
- International Institute of Educational Planning (IIEP) (2007). Upgrading the Managerial Effectiveness of Higher Education Institutions: Capacity Building and Institutional Development in Higher Education in Kenya Shem Oyoo Wandiga; UNESCO: International Institute for Educational Planning (IIEP), Paris, November 2007, 169p (eng)
- Kallon, M. R. (2006). An Interpretive study of orchestrated informative Reform in Sierra Leone: The primary school and teacher preparing, PhD. Proposition, Toronto University.
- Kallon, M. R. (2006). An Interpretive study of planned educational Reform in Sierra Leone: The primary school and teacher education, PhD. Thesis, Toronto University.
- Kenya, U. (2011). Are our children learning. *Annual Learning Assessment Report: Uwezo Kenya, Nairobi*.
- Kioko, A, J Mutiga, M Muthwii, L Schroeder, H Inyega, and B Trudell .(2008). Language and Education in Africa: Answering the Questions. Nairobi: UNESCO.
- Kioko, A, J Mutiga, M Muthwii, L Schroeder, H Inyega, and B Trudell .(2008). Tongue and Education in Africa: Answering the Questions. Nairobi: UNESCO.
- Kombo K. D and Tromp D L A (2006). Hypothesis and Thesis Writing. Nairobi. Paulines' Publication Africa.
- Kombo K. D and Tromp D L A (2006). Thesis and Thesis Writing. Nairobi. Paulines' Publication Africa.
- Kombo, D. K., & Tromp, D. L. (2006). Proposal and thesis writing. Nairobi. *Pauline's publication Africa*.
- Kothari C R. (2008), *Research Methodology, Methods and Techniques* 2nd Edition. NewDheli India.
- Kothari C R. (2008), *Research Methodology, Methods and Techniques* second Edition. NewDheli India.
- Kumar, V. (2006), Profitable Relationships, Marketing Research: A Magazine of Management and Applications, Vol. 18 (3), pp. 41-46.
- Lin, A. M. Y. and Martin, P.W. (2005) From a critical deconstruction paradigm to a critical construction paradigm: An introduction to decolonisation, globalisation and language-in-education policy and practice. In: A.M. Y. Lin and P. W. Martin, eds. *Decolonisation, Globalisation: Language-in-Education Policy and Practice*. Clevedon: Multilingual Matters Ltd, pp. 1-19.
- Lingard, B. (2013). It is and it isn't: Vernacular globalization, educational policy, and restructuring. In *Politics, Policies and Pedagogies in Education* (pp. 100-118). Routledge.
- Maeda, M. (2009) Education and cultural hybridity: What cultural values should be imparted to learners in Kenya? *Compare*. 39 (3). London: Routledge, pp. 335-348.
- Maeda, M. (2009) Education and social hybridity: What social characteristics should be allowed to children in Kenya? Take a gander at. 39 (3). London:

- May, S. (2009) Critical multiculturalism and cultural difference: Avoiding essentialism. In: S. May, ed. *Critical Multiculturalism: Rethinking Multicultural and Antiracist Education*. London: Falmer Press, pp. 11-41.
- May, S. (2009) Critical multiculturalism and social differentiation: Avoiding essentialism. In: S. May, ed. *Essential Multiculturalism: Rethinking Multicultural and Antiracist Education*. London: Falmer Press, pp. 11-41.
- Mbugua, R. N. (2016). *the causes and impact of insecurity on pastoralists economies: the case of west Pokot county, Kenya (1990-2015)* (Doctoral dissertation, Department of Political Science and Public Administration, University of Nairobi).
- Mugenda O.M & Mugenda A. G (2008). *Research Methods, Quantitative and Qualitative Approaches*. Nairobi Revised Education Act Press.
- Mugenda O.M & Mugenda A. G (2008). *Research Methods, Quantitative and Qualitative Approaches*. Nairobi Revised Education Act Press.
- Mugenda, O. M., & Mugenda, A. G. AG (2008) *Research Methods: Quantitative and Qualitative Approaches: Nairobi. African Centre for Technology Studies*.
- Muthwii, M. J. (2002) *Language policy and practices in Education in Kenya and Uganda*. Nairobi: Phoenix Publishers
- Muthwii, M. J. (2002) *Language system and practices in Education in Kenya and Uganda*. Nairobi: Phoenix Publishers
- Muthwii, M., & Kioko, A. N. (2001). The demands of a changing society: English in education in Kenya today. *Language, culture and curriculum*, 14(3), 201-213.
- Muthwii, M., and Kioko, A. N. (2001). The solicitations of an advancing society: L2 in preparing in Kenya today. *Vernacular, culture and instructive modules*, 14(3), 201-213.
- National Policy Framework (2006). *National Policy Framework For Teacher Education and Development In South Africa. More teachers; Better teachers* Pretoria, 2006
- National Policy Framework (2006). *National Policy Framework For Teacher Education and Development In South Africa. More teachers; Better educators* Pretoria, 2006
- Ndung'u, W. (2010) Pupils say 'No' to chalk and talk. *Day by day Nation*, July 14
- Ngu, J. (2004). *Initiative Teacher Education in Sub-Sahara Africa*. Paris: UNESCO.
- Ogott, G. O., Indoshi, F. C., & Okwara, M. O. (2010). Teacher factors in language curriculum material selection, development and use in early childhood education programmes. *Educational Research*, 1(11), 586-593.
- Ogott, G.O, Indoshi, F.C. and Okwara, M.O (2010). Determination of language materials selected, developed and used in ECE programme. *Educational research journal* vol. 1 (9):402-409.
- Orodho, A. J. (2003). *Essentials of educational and social science research methods*. Nairobi: Masola Publishers.
- Orodho, A. J. (2008). *Essentials of Educational and Social Science Research Methods*. Nairobi: Mosala Publishers.
- Prah, K. K. (2009). The language of instruction conundrum in Africa. In: B. Brock-Utne and G. Garbo, eds. *Language and Power: The Implications of Language for Peace and Development*. Dar-es-Salaam: Mkuki naNyota Publishers, pp. 143-162.
- Republic of Kenya (2006). *National early childhood development policy framework*. Nairobi, Kenya.
- Rotumoi, J., & Too, J. K. (2012). Factors influencing the choice of approaches used by pre-school teachers in Baringo County, Kenya. *International Journal of Academic Research in Progressive Education and Development*, 1(2), 177-187.
- Rubagumya, C. (2009) The politics of language and literacy in Africa: The experience of Tanzania. In: K. Parry, ed. *Reading in Africa, Beyond the School*. Kampala: Fountain Publishers, pp. 11-23.
- Rubagumya, C. M. (2009). The politics of language and literacy in Africa: The experience of Tanzania. *Reading in Africa, Beyond the School*, edited by Kate Parry. Kampala, Uganda: Fountain Publishers, 11-23.
- Ruthiri, M. K. (2009). *Availability, acquisition and utilization of teaching-learning resources of English language in primary schools in Buuri division of Imenti north district, Kenya* (Doctoral dissertation).
- Ruthiri, M.K. (2009). *Availability, acquisition and utilization of teaching-learning resources of English in primary schools in Buuri Division of Imenti North County, Kenya*, M.Ed. Thesis Kenyatta University.

- Service of Education Inspectorate. 2006. The Use of Language in Lower and Upper Primary. Nairobi: Government Printer.
- Stern, H. H., Stern, H. H., Tarone, E. E., Stern, H., & Yule, G. (1983). *Fundamental concepts of language teaching: Historical and interdisciplinary perspectives on applied linguistic research*. Oxford University Press.
- Thomas, C. (2009). A positively plurilingual world: Promoting mother tongue education. *State of the world's minorities and indigenous peoples*, 82-91.
- Trudell, B. (2005). Language choice, education and community identity. *International Journal of Educational Development*, 25(3), 237-251.
- UNICEF. (2011). *The State of the World's Children 2011: Adolescence-an Age of Opportunity*.
- Waruingi, G. (2009). Book donations: what are East Africans reading?. *Reading in Africa, Beyond the School*, edited by Kate Parry. Kampala, Uganda: Fountain Publishers, 29-34.
- Wigglesworth, G. besides, Simpson, J. (2008). Politics of Language Choice in African Education: The Case of Kenya and Malawi. *International Relations*, 5(4), 181-204.
- Young, C. (2009). Good practices in mother tongue-first multilingual education. *Mother Tongue as Bridge Language of Instruction: Policies and Experiences in Southeast Asia*. Bangkok: The Southeast Asian Ministers of Education Organization (SEAMEO) Secretariat, 120-135.